




Aligning Instruction to
Standards: The Shifts
Administrators Should Expect


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Transitioning from an emphasis on
ACCESS
to an emphasis on
LEARNING


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Who Are Students with Significant
Cognitive Disabilities?


Photos


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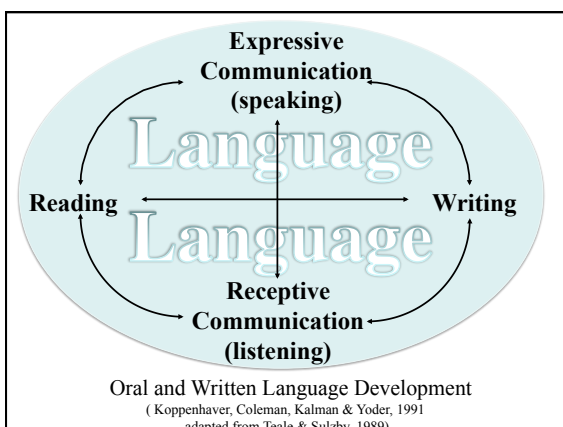
Instructional Approaches

For Students with Significant
Cognitive Disabilities





What you have seen in the past	What you should look for in the future
<ul style="list-style-type: none"> • Literacy and math are learned in a predetermined, sequential manner that is linear, additive, and unitary • Literacy and math learning is school-based • Literacy and math learning requires mastery of certain pre-requisite skills • Some children will never learn to read or do math 	<ul style="list-style-type: none"> • Literacy and math are learned through interaction with and exposure to listening, speaking, reading, and writing • Literacy and math are processes that begin at birth • Literacy and math abilities/skills develop concurrently and interrelatedly • All children can learn to use print and numbers meaningfully



The Extended Standards
Require Us to Emphasize:

- Learning that builds over time.
- Application of knowledge and skills.
- Active participation and interaction during learning activities.
- Collaboration and communication.
- Ongoing comprehensive instruction in reading, writing, speaking, listening, language, and mathematics.



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What might it look like?




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By __, when presented with ideas during brainstorming activities, Spencer will independently use a single message device programmed with “that’s it,” to indicate 1 or more choices on 3 out of 5 days.




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Emergent Writing


Video




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By ___, given daily opportunities to write about self-selected, personally meaningful topics using the appropriate assistive technologies, Corey will demonstrate increased complexity in writing as indicated by changes in letter and word combinations, 3 out of 5 days.




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Sharing Writing with Others

Video



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By ___, Cate will identify how story events or characters are the same as or different from her own experiences (text-to-self) by commenting or answering questions about 3 out of 5 books as evidenced by teacher recorded data.



Constructing Understandings

Video



By ___, STUDENT will represent a given number up to 20 using a variety of manipulatives, including ten frames and base ten materials with 80% accuracy in 3 out of 5 trials as evidenced by student work samples and teacher-recorded data.



Counting Ten and More

Video

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Instructional Transitions for Teachers of Students with Significant Cognitive Disabilities

- **Transition 1:** From mastery of skills in sequence to application of knowledge and skills.
- **Transition 2:** From independent work to active participation, interaction, collaboration and communication.
- **Transition 3:** From accessing pieces of the standards to comprehensive instruction in reading, writing, speaking, listening, language, and mathematics.

Curriculum Needs

- Most reading and math programs were not written for this population.
 - Programs that use a mastery based approach do not meet all the instructional needs of this population (i.e., comprehensive instruction, repetition with variety, and universally designed).
- All programs should be evaluated to determine what standards a program does or does not cover and whether or not it is appropriate for this population.

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Free Curriculum Resources

- Professional Development Modules
 - <http://secure.dynamiclearningmaps.org/unc/facilitated/index.html>
- Exemplar Texts
 - <http://secure.dynamiclearningmaps.org/unc/texts/index.html>
- Instructional Resources
 - <http://dlmpd.com/clds/instructional-resources/>



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Free Curriculum Resources

- Blog
 - <http://dlmpd.com/clds/>
- Livebinder
 - <http://www.livebinders.com/play/play?present=true&id=409093>
- Literacy
 - <http://www.livebinders.com/play/play?id=959405&backurl=/shelf/my>




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Dedicated Communication System

In the new Extended Standards there is a heavy emphasis on students being able to:

<ul style="list-style-type: none"> – Explain – Describe – Collaborate – Discuss – Ask and Answer Questions 	<ul style="list-style-type: none"> – Restate – Recount – Present – Convey Ideas
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Communication System

In order to achieve this:

Every student who needs an augmentative and alternative communication system must have their own system.



Communication Systems

- Can be high tech or low tech depending on the needs of the student.
- Communication systems cannot be shared.
- Students need to have access to multiple words that can be presented in varying sized arrays.
 - [Video 2 Mathew](#)
 - [Video Shared Reading with Class](#)



Communication Resources

- Communication Matrix
 - <http://www.communicationmatrix.org>
- Early Communication Development
 - <http://www.livebinders.com/play/play?present=true&id=761249>
- Professional Development Modules
 - <http://secure.dynamiclearningmaps.org/unc/facilitated/index.html>

